Friends of the Family

LEROY E. BOWMAN

FATHER, mother, teens age son and daughter, in a recent play, meet for a hurried breakfast and discover that each has invited a guest for the week-end. All four of them have, unbeknown to each other, planned to install a stranger, whom the rest of the family have never seen, in the single guest room. And thereby hangs the tale out of which the author spins a three act comedy of manners.

With only so much exaggeration as is needed to put an everyday situation into the theater, this is something that might happen to any family of today where every member goes his own ways and makes his own friends. A "friend of the family" does not mean what it used to. And yet as we know less about our children's friends, they become more and more important to us. We cannot choose for our sons and daughters, but we can try to make them worthy of our confidence in their choice.

One of the significant early experiences of childhood is this bridging of the gap from the world inside the four walls of home to the great world outside. Although men and women live in a world of give and take, they are born into homes of fostering care. Except for the period of earliest childhood they are judged by what they can do, and they must achieve whatever place or status they can in competition and cooperation with others. Learning to live in such a world must take place partly, therefore, in a realm where individuals meet as equals and where they must work out adjustments of themselves and their expansive desires; where they will not only choose what they are to do and the way they will do it, but they will also choose those with whom they will associate. The better the child learns to make his place in the wider environment in which he will live in increasing measure, the more useful and the happier he is apt to be. Whether we like it or not, the child grows out of the home, and as he becomes less of his parents, his personality is more and more built up in habits, needs, and the stuff of thoughts and dreams of his associates. It is important, therefore, that parents make easy the entrance of the child into this additional and different world.

The very beginning of any growth is a relatively important period. The child entering association with other children may encounter difficulties because his habitual attitudes toward his parents are often unsuccessful with his playmates. In addition to acquiring new ways of acting, he must unlearn what he has already found "workable" with a too indulgent family.

Until he meets his contemporaries, developments in the child depend almost entirely on the home. The parents naturally regard outside influence with some trepidation. But if they understood that change in itself is not to be deplored, for through it comes inevitable and desirable growth, the new behavior of the child would seem less undesirable. Phrases, for instance, may be used and accepted just between friends among the children which are not as refined as one might wish. So, when a six-year-old suddenly addresses her baby brother as "Oh! you dummy," all is not necessarily lost in the cause of gentle manners. This is perhaps not an intrusion of the vulgar into the home by way of the child, so much as it is a very wholesome identification of the child with the play group. Or again the attitudes expressed in retorts to other children may be the normal development of give-and-take among friends and enemies on the child's own level. Though these retorts expressed in the home may sound like disrespect to parents, it would be unwise to repress them too quickly. Because they are the reflections of an elemental phase of relationship between children, they often appear to be on a low level. It takes time for the child to adjust to his dual relationship of home and friends,

or to bring his behavior with friends up to the level of the home.

Growth goes from stage to stage without overemphasis on any one level or period in the process. The concept of growth involves the assumption that some things are to be grown out of, among them friends as well as clothes. Frank, thirteen, quite naturally may have grown away from the friends as well as the things of Frank eleven or even twelve. If changes of this sort are accepted as a matter of course by all Frank's acquaintances, especially by parents and neighbors, there is much less likelihood that Frank will find it necessary or pleasurable to belittle his friends of a year ago. It will become necessary for him to make this defense only if his mother worries because he has dropped his old playmate, or because adult friends of the family feel slighted that their boy is now ignored by Frank.

Ties That Do Not Bind

It is a shifting world on which the child looks out, says Kilpatrick, and in such a world steadfastness of friendships is not necessarily to be given the unqualified deference tradition has accorded the relation of David and Jonathan, or the unpleasant sounding "hoops of steel" recommended by Shakespeare for friends whose adoption has been tried. Friends, like good ideals, should often be outgrown for better. The test of success in life is not to keep friends but to acquire worthier ones. This does not always mean new individuals for the friends are growing too. Adolescent friendships often continue to grow and blossom throughout life.

Parents need to exercise care that their own relation to their children does not color too much the idea the children may have of friends, or pre-empt for themselves the place of friends in their children's lives. The mother or father who is a "pal" has even been held up as particularly praiseworthy. Yet too often this indicates a reluctance to see the child develop other interests than those in the home, and results in depriving him of the benefits of growth in friendship. No two individuals as far apart as parent and child—in age, in experience, in taste, even in size—can be "pals." It is an artificial relationship. And in trying to be an imitation friend the parent loses out on his opportunity to be a bona-fide parent. No matter how hard he may try, the parent is apt to expect his words to be weighted words, his influence to carry merely because of his parenthood. We cannot escape being parents by trying to be "pals," but we may lose something much more precious. As pals we are one of a crowd, but as parents we have a unique place in our children's world.

There is still the great need of the child for a full development of the give-and-take relationship on a basis of equality, a relationship most normally experienced with persons of his own age. It matters less by far what friends are, than what they influence us to do. Out of the many persons that even a child sees, few are known; out of his acquaintances relatively few are friends. It is this narrowing of the field of people seen and heard to those who affect us most which gives greatest significance to the social environment. Those to whom we respond out of a number of people are the ones who literally make us what we are. Ways and degrees of responding, attitudes toward others, the ways of thinking, these things which make us are built up in social intercourse. Even the concepts we have of ourselves are products of how others see us. Dewey says that what the individual "does and what he can do, depend upon the expectations, demands, approvals, and condemnations of others." Things, persons and ways of acting assume greater or less importance in this mutual process of expecting, demanding, giving, refusing, judging; by it are shaped the most subtle but far-reaching values; and, more important still, the habitual ways in which we arrive at values.

Parental Pressure

Everything should be done by the adult that will assure the child free choice of friends. While it is obvious that they should not be arbitrarily chosen for him, it is almost as bad to assume, as many of us do, that certain superficial social conditions preclude the selection of friends and playmates outside a certain sphere. For centuries it was part and parcel of the social order for the older generation in the family to lay down limits of association for their children among the wealthy, the elite or the otherwise preferred, regardless of ability, kindliness or worth. But this, along with arranged marriages, first tottered and then fell as conditions of living changed. A hundred influences—from the growth of public schools to the invention of the automobile—have added their bit to the overwhelming emphasis on individual personality. Not many parents would approve (or think they could succeed with) the old Montague and Capulet manner of forbidding the house. But many are not beyond using subtle innuendos to further social expediency. Nowhere else do parents still *use* their children so blindly and so unscrupulously. The parent who manipulates a

child's friendships in order to further social ambition for the child is a little—but not so much—less mistaken than he who seeks himself to climb on his child's back.

Friends must be sifted according to the deepest, most permanently satisfying criteria, or life itself becomes shallow. Not only social status, but race, religion and other outward classifications of persons are no index of the stimulating characteristics that work to arouse in friends the best of which their respective personalities are capable.

By what they do *not* do, as well as by what they do, parents cannot avoid influencing their children's friendships. They must shoulder this responsibility willy-nilly, and seek to provide the conditions in which the widest possible choice of friends is given to the child, in order that first, the deepest friendships may be found; second, the greatest variety of stimuli (for they come wrapped up in human bundles) may be brought to bear on his developing mind and character; and third, his world may not in later years be limited to one set, one race, one creed, one way of wearing clothes and saying things.

In the drawing together of two persons—especially children—one factor raises the relation above a "mutual-admiration-society" or a dual rivalry. It is the common cause. Rivalry itself is an elemental form of mutual stimulation wholesome enough if it grows into subtle forms and if it does not arrest itself and the persons involved in futile expressions of outward superiority. But when two are engaged in a common enterprise the joint activity offers scope not only for the display of individual ability, but also for a pride in the efforts and accomplishments of the partners on the job. There is an identification of the self with the prowess of the other person, the product of their labors is mutual. Restraint and consideration become reasonable to each child for the sake of cooperative satisfactions. In this way there comes about that partnership in effort that represents the highest form of friendship. Involved in it are many of the highest personal virtues and the seeds of social worth. But the process is one of objective application, the virtues in the situation develop naturally without being mentioned by parent or teacher. In this sense friendship is not an end in itself, but represents the pleasant and practical adjustment of two or more people working not the one for the other, but together, and finding the bond between them not "hoops of steel" but the common interest in the process of mutual accomplishment.

The tangible world is peopled with actual beings from whom we choose our friends. The world of mental imagery (arbitrarily to separate the two) is peopled with only those beings whom our attention and interest has put there. The images of friends are with us always and to none of us more dramatically and really than to children. Especially when one has a little time alone do the real friends find their true places in hearts and minds and the values of friendship sort themselves in truest hierarchy. A bit of quiet for any of us is the greatest help in knowing and appreciating friends, and a hectic life of too much acquaintanceship is one way to lose some of the values of friendship.

What shall we think of wholly imaginary playmates, who have no substance except in the child's imagination? This is a phase of development which many children go through, some openly in early childhood, others secretly in their heart of hearts, in adolescence. In a child or adolescent whose life is on the whole happy and busy, this may be nothing more serious than the embroidery of a vivid imagination. But where reality is hard or unsatisfying, the imaginary friendship may be a retreat from life. In any case, the point of attack is not the phantasy itself, but the conditions which make it necessary for the child to seek this kind of satisfaction.

Friendship Commands Respect

When children make friends there is something about the relationship that makes it a whole, perhaps an ephemeral one, but nevertheless an integral thing. It works to mold a child but may wield its influence with some discomfort or pain. A specific friendship may not be entirely good for one or the other. Yet the integrity of the relationship raises the question whether it should lightly be broken into by imperious and often bungling adult fingers. The relationship should largely be left to run its course with the minimum of interference or ostensible manipulation. There is discipline in any acquaintance and its working out is often more potent and natural than parent discipline. The two or more children in the friendship group ought to be treated so far as is humanly possible as a unit. Where the relation seems to be unwholesome in its effect on one or the other it is the situation that should be changed; the disposition of the one child toward the other can be changed only indirectly by suggestion as his estimate of his playmate changes. Judgments of the child's friends expressed directly and with adult aggressiveness may defeat their own purpose.

Most essential is it to understand the whole situation in which the child lives, to know the other child-

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The Other Fellows

"A man is known by the company he keeps" is never more true than in boyhood.

PAUL HANLY FURFEY

EVERYONE is influenced in numerous ways by his friends. Sometimes this happens consciously, as when we yield to an argument or when we deliberately imitate one whom we respect. More frequently perhaps, it takes place unconsciously. We are constantly picking up attitudes, prejudices, mannerisms, from those with whom we associate.

If this is true of the adult it must be still more true of the child. His mind and character are plastic and his behavior is more easily influenced. A child's associates may modify his personality permanently. A young infant is capable of some sort of social relation. Even in the first month of life his mother is able to quiet him by her voice, by caresses or by picking him up. Charlotte Bühler has studied the earliest social contacts of infants with each other. This investigator tried the interesting experiment of putting two infants in a pen together and noting their reactions. Infants of two or three months of age first showed some sign of consciousness of each other. The glance came to rest on the other child instead of passing over it like an inanimate object. Infants began to smile and make sounds at each other about the third or fourth month. After this there was a period when they played together, each child being interested in his own activities. About the sixth month they began to use each other's bodies as play objects.

At length the growing child goes to school. He may attend a nursery school at a rather early age or he may enter the first grade at six years or thereabouts. In any case the event is very important for his social relationships. Before this time he is coming in contact principally with adults. After this time he has plenty of opportunity to use children of his own age as playmates.

Various observers have remarked that when the child enters the group he tends to assume the same attitude towards others as he has been accustomed to assume at home. The spoiled child will expect the same treatment from his colleagues as he has received from a doting mother. The shy child who has been overawed at home by a domineering parent will be shy also towards the other children.

These earliest attitudes toward school companions are usually modified by force of circumstances. Thus the spoiled child soon learns by sad experience that playmates are harder to dominate than a fond mother. The diffident child gradually learns that he may take part in the activities of the group without being scolded. The friends a boy makes tend to influence his character at this early age. During the first years of life his family has been almost the only social influence; now family and playmates are rivals in influencing his development.

Excluding Mere Girls

DURING the early school period a boy is very democratic in his friendships. He is influenced to only a small extent by race, religion, sex or previous condition of servitude. Around the age of ten, however, there is a tendency for the boy to exclude one whole group—the fair sex—from his companionship. At the age of eight he may not be above playing house with his small sister and her dolls; at the age of twelve he is very conscious of his masculinity. This is the heydey of the gang. Johnny is no longer "mother's little man." He is a very active member of his group. He comes home full of strange oaths. "What the other kids do" is his decalogue.

Adolescence brings a marked, and often sudden, change. The boy is now pretty much an adult. His friends are drawn from both sexes and friendships are formed more carefully, more as the result of deliberate choice. In his relationships with others he desires to appear an adult.

How closely a child's development is bound up with his growing and changing friendships is witnessed in all studies of childhood. It is impossible to describe the stages of a boy's social growth without taking into account the fact of friendship. If I may be permitted to quote from my own book, *The Gang Age*,* I can illustrate the closeness of this connection—for when I came to describe the stages

*Furfey, P. H., *The Gang Age*, The Macmillan Co., N. Y., 1926.

of development, from about eight to adolescence, I found myself repeatedly describing them in terms of the boy's friends and his changing attitudes toward them. These are typical of the way in which relationships between boys change:

Wilbur is a fine, healthy boy of eight, blessed with freckles and with a wealth of bright red hair which simply will not stay in place. He is always on the move. To remain still one moment is an impossibility. Wilbur will occasionally play catch or kick a football. He does not, however, play the standard team games, baseball, football or basketball. In a year or two he will be enthusiastic over these games; but now he has not enough team spirit to join in games which require co-ordination of players. So, too, in the group of boys with whom he plays there is no solidarity, no leadership. It is not a gang. Now and then he plays with his little sister and her tiny girl chums.

All these things show that Wilbur has not yet reached the preadolescent period. His lack of interest in team games is one indication. His lack of gang spirit is another. A third is the fact that he plays with girls.

Wilbur's brother is eleven years old and answers to the name of "Bill." Bill and Wilbur are good friends but they never play together. In the world of boyhood they belong to different social strata. Bill is in the sixth grade and his class has an *esprit de corps* which shows itself in unexpected ways. Entirely on their own initiative these boys organized a football team in the fall and in the spring a baseball team. During noon recess they developed an extraordinary habit of conducting systematic raids on the seventh and eighth grades. Woe to the unwary eighth-grader who would lift his hand against a sixth-grade boy. Immediately the sixth grade swarms over him to his discomfiture. For the sixth grade is a unit.

The Gang in Embryo

Bill is too young to be a Scout, but he is a good Wolf Cub. Bill is a very active member of a Wolf Cub Six—the analogue of the Scout Patrol. Until a few months ago he used to play now and then with some little girls. He has given this up now and seems to regard it as a sort of childish weakness.

Bill is a typical preadolescent. He has the usual preadolescent attitude towards girls and he has the gang spirit. He shows his gang spirit not by belonging to any highly-organized gang, but by the readiness with which he plays team games, by his class spirit and by the way he joins in the club work. This is the stuff of which gangs are made.

Wilbur and Bill illustrate the change from childhood to preadolescence. It will now be in order to study the end of the period and the change from preadolescence to adolescence. The following three cases will bring out the salient points.

Carl is thirteen years and nine months old. Always a motor type, Carl has made rapid strides in his skill in games. He is fast becoming an athlete. He is the recognized leader of the school, even though older and brainier boys are in attendance. He also has his own exclusive gang of four among whom, also, he is the leader. They roam about at night and find all manner of harmless fun.

Carl is still a preadolescent. So are his companions. He still enjoys Scout meetings. But very recently he spent an evening roller skating with a girl. It is the beginning of the end.

Calendar of Change

The following two cases illustrate the change to adolescence. In Maurice's case it was sudden; with Ray it was more gradual.

On the first of May Maurice was fifteen years and four months of age and was doing moderately good work in a freshman class of a public high school. He was an enthusiastic Scout and a Patrol Leader. His chief recreations were active outdoor play, including baseball, football and basketball. Scout activities, reading and occasionally movies and radio. He chummed around with a group of boys in his class in high school and also with some boys in the eighth grade of the grammar school from which he had graduated the previous June. Among the latter was Frank, his constant chum and most intimate friend.

On May 8th Maurice had a violent altercation with his Scoutmaster. It was most unusual for Maurice to be disrespectful. He was usually very tractable. The next day he apologized. On the 18th he spent a long afternoon working on a radio set with a boy named Arthur. Arthur was one of a group of older boys who lived near Maurice. For the next month Maurice's time was divided between two loyalties. Part of the time he was with Frank and his old friends, the Scouts. Part of the time he was with Arthur and the group of older boys who gathered around him, busy with the radio. Thus on the 16th and 17th he was with Arthur. On the 18th he was doing merit badge work with the Scouts. The next day he was playing ball with Frank. On the 22nd he went to Arthur's home to

see a radio set. Then from that time until June 9 he spent his time with the Scouts and did not visit Arthur. On the 9th he played ball with Arthur. On the 10th he was back playing ball with Frank. From the 12th on he threw in his lot definitely with Arthur much to the surprise of Frank who could not understand this sudden coldness of his old-time friend.

At an interview on July 3 he spoke tolerantly of Frank as "a good-natured, little, chicken-hearted fellow." He is quite indifferent towards his old friends. Arthur and his radio are the only things about which he can talk seriously.

Ray graduated from grammar school in June at the age of thirteen. For the past year he was an enthusiastic Scout and one of the outstanding leaders of the troop. He was rather quiet and shy but very popular with the other boys. He played all the team games moderately well.

After school closes Ray has much time to himself and he begins to while away the time with Imogene, a girl who lives a few doors away. This is a pleasant experience enough, but the real thrill comes when he meets Louise. Now he spends less and less time with his old companions and more and more with Louise and the older boys who belong to her circle. He learns to dance. He enjoys house parties. He is impatient at the stupidity of his parents who cannot see the absolute necessity that he be dressed in long trousers.

In September he returns to school and does poorly. He has lost interest in his lessons and wants to go to work. He still joins in Scout activities, but in ever decreasing degrees. His former chum, Anton, is now treated with scant courtesy. His mother is distressed at the change which has come over him and she tries her hand at the impossible task of keeping him away from Louise. There is no doubt now about the change which has come over Ray.

On Their Dignity

The most striking change which comes over a boy when he becomes adolescent is his sudden change of companionship. Maurice dropped out of the Scouts and became intimate with Arthur. Ray, too, deserted Scouting in favor of the superior charms of Louise's circle. Preadolescents and adolescents do not mix. They are as oil and water. Every club leader knows that it is almost impossible to induce an adolescent to attend a club meeting of preadolescents, a Scout meeting for instance. Or if he does attend, the adolescent sits disdainfully by watching the uproarious games of the younger boys with an air of contempt. A skillful play leader can induce a group of adults to play "Farmer in the Dell," but a group of adolescents—never.

Why Boys Make Friends

Certain characteristics stand out in the friendships of the boy before adolescence. One such characteristic is their accidental character. The boy does not choose his friends only because they are congenial but also because they are ready at hand. The present writer made a study of sixty-two pairs of boys selected from a large grammar school, because in answer to a questionnaire, each boy in the pair had named the other as one of his particular friends. There was found a slight tendency for chums to agree with each other in chronological age, developmental age, mental age and physical measurements. But the outstanding fact from the study was that everyone of the pairs except one came either from the same neighborhood or from the same grade in school. The one exception was a pair of boys who had been in the same classroom the year before the study was made but who had been separated by a promotion. The conclusion seems to be that the preadolescent boy scarcely ever goes out of his immediate environment to select his friends.

With the adolescent and the adult this is not so. We do not necessarily choose the persons nearest at hand for our intimate friends. We have a wider range of social contact. We meet congenial people at clubs, parties and summer resorts; and once we find friends we like, we keep up the friendship even when separated geographically. The friendships of the young boy seem to be more superficial. They cannot withstand separation.

The gang is a phenomenon of considerable importance in the study of the boy's friendships. The gang is not, of course, peculiar to childhood. All of us at any age tend to congregate in groups. But the gang makes its first appearance during a definite age period of childhood and at once assumes so much importance that we are justified in calling the period from about ten or eleven up to adolescence, the "gang age."

Not all these gangs are easily recognizable. It is the exceptional group that is so closely organized that it has a name, a leader and recognized laws. The average gang is a happy-go-lucky affair—a group of boys who "hang around" with each other. Their leader is merely the lad whose initiative and force of character enable him to sway the group. The boys' gang is dynamic, and they like excitement

and plenty of physical activity. Very frequently these urges work themselves out in the form of athletics. Many gangs form themselves into athletic teams. In less favorable circumstances the same impulses take the form of delinquencies. Thrasher in his interesting study of *The Gang* has traced the evolution of the preadolescent play group into the criminal gang of adolescence or young adulthood.

From time immemorial parents and teachers have worried about the problem of "bad companionship." Where the lad is unfortunate enough to fall into the hands of the law, the mother is very prone to blame her son's companions for his delinquencies. It is a convenient excuse, for it shifts the responsibility from the home to a factor which is more or less beyond the mother's control. Doubtless gangs play their part in keeping juvenile courts busy. Yet it may be questioned whether the boy becomes delinquent because he associates with a bad gang or whether, rather, he associates with a gang of that character because he has within himself certain weaknesses which make such companions attractive.

The moral of all this is that the responsibility for "bad companionship" rests first and last with the home. A boy whose early training has been of the right sort will probably pick out for himself the right kind of friends. The normal adult must leave home sooner or later and live his own life. One of the earliest indications of his character is the type of friends he chooses as a growing boy. Choosing friends is one of the first important acts of life which the average American boy performs without the possibility of very close home supervision.

The community, too, can do something. We have already mentioned the necessity which the gang feels for excitement and physical activity. Instead of trying the hopeless task of repressing these natural and healthy impulses, as a former generation did, we are now trying to turn them into healthy channels. The boys' club, the playground, the socialized classroom, and organizations like the Boy Scouts of America, are all consciously making use of gang psychology as they provide in different ways and in different degrees an outlet for normal gang activity.

The friends a boy makes are extremely important in the process of building character. School and home and community may well be concerned with this problem and resolve to do their part.

Chums and Crushes

When a girl does not make friends the trouble may be in her family rather than in herself.

HELEN D. RICHARDS

Of course, the problems of a girl's friendships are the same as those of her mother, her brother and her small sister. The same difficulties, the same causes of success or failure affect them all. Perhaps friends seem more important to the adolescent girl, for personal relationships play an extremely large part in her life. She may agonize over her loneliness, or already in her early teens be forming friendships that will last for a lifetime.

She should have friends—plenty of them. But that is so easy to say! Why is it that when Mary has a dozen, Louise has none? Such a nice girl too; earnest and conscientious and a delightful companion to her parents. Ah, in those words may be the secret of the whole situation.

No one is lonelier than the precocious or "old-fashioned" girl who has been too much absorbed by fond or overcareful parents. She does not speak the same language as her mates. She cannot enter into their gay nonsense and delightful, absurd jokes, nor share the very youthful interests that make up so much of their life together. To her, they seem silly, though she may look at them with longing; to them she seems stiff, though they may regard her with respect. Louise needs helping to accept the opportunities which do come her way at school to be with her comtemporaries, especially in shared activi-

ties. This and the gradual lessening of adult companionship may perhaps help her to bridge the gap. But be sure that the encouragement to youthful companionship be given without withdrawing too suddenly the parental support. By means of the camp—preferably the smaller camp to begin with—the dancing class, committee work in the classroom, invitations to her home, the "old-fashioned" girl may be helped to the camaraderie she needs and really craves.

As for the precocious little girl whose mental agility has pushed her far beyond her contemporaries in school, she faces the same problem in a slightly different form. In spite of her quickness, her classmates are likely to ignore her because she is socially less mature than they. Often in her efforts to attract their attention she makes matters worse by boasting or showing off. Few parents have the courage and intelligence to give this girl what she really needs—a slower progress through school with the opportunity of being overtaken by young people of her own age, and of developing social, manual and physical abilities, in one or all of which she is likely to be weak. Failing this heroic treatment, she should be given outside of school as many opportunities as can be devised to be with children of her own stage of social development. She is more likely to increase her technique with them than in the companionship of girls obviously more mature in social graces and interests.

Reflecting Home Attitudes

STILL a third girl who has difficulty in making friends is one that has an overcritical spirit. This is more likely than not to be reflected from the home. The parents want the very best for their daughter. Possibly they hope for her a better social position than they have themselves. Perhaps a parent is simply enjoying the exercise of a clever caustic tongue, without realizing the effects on her daughter of the mother's sharp criticism of the girl's friends. Each new companion undergoes scrutiny and whether there is open, disparaging comment or merely an attitude of withdrawal, daughter feels the chilly atmosphere and often becomes critical in her turn. She grows sharp or fussy or carping, and then wonders why she has few friends. She needs help in learning the great lesson that friendships are begotten by friendliness. This she may perhaps receive from someone outside her home; the picture of an overcritical family atmosphere does not seem to offer much help. A sympathetic teacher or woman friend could come nearer to the girl herself. Such a friend might even be able to put things in a new light to her parents and so assist in the still greater task of helping them to help their daughter. Certainly we do not want her to lose a discriminating judgment, but there is a vast difference between mawkish sentimentality and a generous appreciation of others' good points. Let her stop seeking for perfection or entire congeniality and enjoy each companion for what that one can give. Among the pleasant and friendly relations thus made, some are likely to deepen into richer friendship.

But often a carping spirit or a silent loneliness is due also to a deeper cause. The girl is doubtful of her own powers, feels—consciously or unconsciously—that she has nothing to contribute to a friendship or a group. She is not very pretty nor very clever, or she has some weakness of which she is ashamed. She feels "different," insecure, and her lack of confidence shows itself in morbid withdrawal, or constant criticism, or in a boasting which defeats its own end. She may take refuge in affectations, or in feeble and changeable imitation of stronger personalities. Here parents and teachers should unite in discovering what the girl can give. There is always something. Let her once realize that people at home and in school are delighting in that instead of dwelling on deficiencies, and her own self-confidence will be fortified. If she is a "dub" at both sports and books, why continue to send her to school and camp which place emphasis only on these? There are places for both winter and summer education where she may develop her talent for music, for dancing or for the manual arts. The plain girl is often greatly helped by special attention to tasteful and becoming—not necessarily expensive—dress. The girl with no other gift than gentle manners and a loving heart may be helped to find through them happiness.

"But," exclaims one mother, "I don't have to worry about Lucile's making plenty of friends. Its the *kind* she makes that bothers me. What about undesirable friendships? Must she lose the standards I have so carefully taught her?"

To begin with, are we sure that the friendships are as undesirable and the standards as sacred as we think? The girl in her middle and later teens is at the stage when she must weigh, judge and choose for herself. She is forming—is bound to form—her own standards, the standards of a new generation. Into the balance go the standards that have been given her, to be weighed against facts as she sees them—and she is accumulating facts just as fast as she can. In just as far as she finds the

old standards true to facts and helpful in securing what she wants to be or to get, she will retain them. If they have been given to her with frankness and good comradeship, she is much more disposed to retain them and to discuss the old and the new with parents and advisers. As for that disturbing friendship with the oversophisticated girl, we can only ask what it is in the relationship that is giving our girl satisfaction, and see if it can be supplied in some other way. Very likely she is finding here answers to her perennial questions about life and sex. If they are met frankly at home, the friendship will lose some of its hold. Perhaps she sees here a *savoir faire* and social grace that she longs for and hopes to acquire. Certainly if she has developed any independence of her own, the acquisition can do her no harm; and if she has not such independence, we must look deeper to find the cause. If we dread for her the absorbing domination of a more mature, alluring and magnetic personality, we shall find balancing influences in variety of interests and activities and personal ties.

Often these seem to the mother impossible to secure. She is perhaps a stranger in a city, with few ties herself and a retiring daughter who needs help. How can it be found? One way is through the parent study groups that are steadily growing more numerous and efficient. They offer an opportunity for acquaintance with other mothers who have like problems, and in counsel with them many solutions are found. If such groups are not available, the help of the girl's teachers and principal is generally gladly given to form one.

What of the eternal question of friendships with boys? Fortunately we all agree that she should have them, and the earlier the better. Lucky the girl with brother or boy cousin near her own age, so that she grows up in free comradeship with the other sex. Without this advantage, we can choose a co-educational school or camp. The friendships formed there have a happy basis of common interests and activities. If the girl seems "boy-crazy," we think it a normal enough phase, especially in the girl unused to boys, generally temporary and best met by providing a life rich in worth while activities.

A variety of interests, the opportunity to mingle freely with her peers, a friendly spirit and a good measure of self-respect, these are the things most necessary to the forming of a girl's friendships, and are most often found where the girl has a frank and comradely relation with her own parents. It may sound like a simple prescription, but it is enough to call forth all the best energies of parents and daughter. The rewards are the richest in the world.

Playmates for the Gifted Child

LETA S. HOLLINGWORTH

THE friendships of any person are to some extent determined by his degree of intelligence. Congeniality between two people depends largely on ability to think of the same things. This fact influences the friendships of very gifted children in respects not likely to be considered.

We wish to limit our discussion here to children who are in general intelligence in the top one per cent of the juvenile population. These children grade as far above the average in power of thinking as the feeble minded grade below average. We shall consider here how the infrequency of such children creates for them problems of friendship, which tend to be most difficult in earlier childhood.

The average child finds children in abundance who can think and act on a level congenial to him, because there are so many average children. The more intelligent a child is, the less frequently can he find a playmate who is thoroughly congenial, for the simple reason that the farther one deviates from average the less frequently is he born, so to speak.

This factor of infrequency does not create a serious problem of personal isolation, except at the very most extreme degrees of intelligence. The majority of gifted children finds adjustment, because neighborhoods and schools are selective, so that like-minded children tend to be located in the same districts. Thus in a residential suburb, very intelligent children will be frequent (though infrequent in the total population). In the second place, the gifted child tends to be large and strong for his age, and to be accepted by somewhat older children.

Real difficulty arises only when a young child is more than sixty or seventy per cent beyond the average in his mental ratio. In these cases the child cannot easily join his contemporaries in age, because of intellectual uncongeniality; nor can he join his mental equals because "he looks like a baby." How this works out may be illustrated by the case of a six-year-old boy whose intelligence quotient is 187.

Though loving play, and having much play knowledge, this child was rejected by six- and seven-year-olds, because he always wished to organize them for complicated games, involving the attainment of remote goals. "He could not bear to go around just pulling and shouting." Thus he was not liked by his contemporaries, who resented his efforts to reform them. Moreover, his vocabulary was such that they literally could not understand him.

When, on the other hand, the child sought to join the company of eleven- and twelve-year-olds, who were his mental equals, he was rejected again as "too little to play with us." To play with grown-ups was not feasible, because they play at night, when children are in bed. Thrown finally back upon himself by the failure of his trial-and-error efforts to find companionship, the boy developed mathematical calculation, collecting, reading and games with imaginary playmates, as his chief forms of recreation.

It is clear that the younger the child, the more difficult it will be to get himself accepted by older children. The problem of his "looking like a baby" decreases rapidly with age; but in the meantime habits of solitary play may develop, because of the too great difficulty of finding congenial friends.

One additional fact about gifted children has a bearing on these matters. A great many of them are "only" children, or have brothers and sisters, so spaced as to differ much from them in age. Thus playmates in the home itself are less numerous. Parents who produce highly intelligent offspring tend to have very small families in our times, though this was not true in previous centuries, as suggested by study of the families of eminent persons.

The imaginary playmate as a solution of the problem of friendship is fairly frequent. We know little at present of the psychology of this invention of the unreal to fill real needs.

Enough has, perhaps, been said to indicate some of the factors to be considered in connection with the playmates and friends of gifted children. Finally, it is clear that even with the most explicit understanding of these factors, the parent or teacher will be subject to the limitations of environment. Each situation will be in a measure individual.

The Child and Society

PHYLLIS BLANCHARD

Today we cannot understand either the problems or the possibilities of children's friendships as they affect the home without knowing how the stage is set upon which both parents and children must play their parts. Interpreting society in its broadest sense, an expert here outlines the background against which the presentday family enacts its drama of adjustment.

PROBABLY the outstanding feature of modern life is the change brought about by science and invention. The painstaking labor of a host of scientific workers over a long period of time was necessary in order to bring us to this present age of fruition, but the applications of scientific discoveries have been developed rapidly, so that a quarter of a century has materially altered our ways of living. Family life, educational methods, health work, recreational programs and religious activities have all been profoundly influenced, and as a result today's child is growing up under new conditions and in a different atmosphere. It is perhaps pertinent to inquire what has been lost or gained for childhood in setting up this new social milieu.

Characteristic of contemporaneous society, with its cityward drift of the population, is the decrease in the size of families and increasing compactness of housing arrangements. Among the causes which have operated to produce the small family may be mentioned the fact that children are less of an asset in an urban than in a rural civilization, and that parenthood, due to the spread of scientific information, is more largely on a voluntary basis now than for-

merly. But if fewer children are born it is also true that more of them live to maturity, for modern scientific medicine has greatly reduced the infant mortality rate. To offset the loss of whatever desirable influences may be ascribed to the companionship of many brothers and sisters, is the gain in material things and in educational opportunities when the family income is devoted to the care of a smaller number of children.

Pros and Cons of City Living

THE city drift has perhaps resulted in advantages for the children in the higher economic classes. Suburban neighborhoods compensate for certain restrictions of space for play by gathering enough children into one area to permit of group games, with their socializing influences, and to insure the construction of well equipped schools with an adequate teaching staff. But for the poorer classes, city living quarters are crowded and unhealthy; play too often degenerates into the activities of the street gang, and school buildings are usually so small that the increasing number of pupils can only be handled in classes so large that good teaching is practically impossible.

Legal prohibitions of child labor have saved the health and probably the lives of many children, and compulsory education laws have kept them longer in school. But here we have gone from one extreme to the other, until we now tend to force a certain proportion of children to stay in school long after they have reached the limit of their capacity to learn. To meet this problem we have instituted special classes for the subnormal, and substituted trade training for secondary academic education for children whose bent lies toward manual and mechanical work rather than book lore. But we still have inadequate educational facilities of this kind in comparison with the number of pupils who need them.

The urban environment, with its lack of opportunities for outdoor play, forces many individuals to seek the distraction of commercialized amusements. While the movies and dance halls have been unjustly accused, in most instances, of furnishing the incentive to antisocial behavior, it must be admitted that they do not contribute to health and socialization as would active participation in games and sports in the open air. Yet all our recent statistical studies of the recreational outlets of both adults and children show a greater following for the passive, commercialized types as opposed to active outdoor pursuits. In spite of all the prominence given to summer camps, scout hikes and athletics, it seems that these are available only to certain select groups in the child population.

In religious matters, we are probably safe in saying that the change in viewpoint is decidedly advantageous to the child. Certainly, religious teaching must be a more comfortable and less fearful experience now than in former periods, when threats of hell and lectures on the sinfulness of human nature inculcated feelings of guilt and terror. But only a negative benefit can be postulated for religious training, for psychological studies of the sources of the child's ethical concepts ascribe the only positive influences in this direction to parents and (in lesser degree) to playmates, the contacts with Sunday school teachers having little or no effect on ideas of right and wrong.

The conservation of child health has become one of our social ideals, and medical and dental service for children has never before been so available. Within the last ten years there has also been a phenomenal increase in the number of mental health clinics giving full or part time to children. Both medical care and mental hygiene facilities are still obtainable more readily in urban districts, however, and at present efforts are being directed toward making adequate provision along these lines for children in rural areas.

Contemporaneous social philosophy regards the child as an individual rather than just a member of the family group. With the medical profession, social welfare agencies, recreation workers and educators all taking a share in child care and training, the function of the parents as persons in sole charge of the child has been considerably limited. Parents are much less intimately concerned with the educational training of the child, as the age of school entrance has become earlier, and as teachers begin to prefer that home work be done without parental supervision. Diversified forms of amusement for the older and younger members replace the old family excursions on picnics or other gatherings for common purposes of relaxation.

An Old Story to the New Generation

THIS diminishing of intimate companionship makes it the more difficult for parents to comprehend the attitudes of their children. But this is not the only reason why modern youth seems strange to its elders. The child of today has been born into an environment which in part has sprung up around the parents after they were adults. Automobiles, radios, motion pictures and aeroplanes are commonplace things to those who were born within the last two

decades. The child's life is filled with a dozen activities where it would have had only one a generation ago. If the child becomes sophisticated at an early age, if his demands are continually for greater speed, more intense excitement, this is but a natural reaction to environmental stimuli, however difficult it may be for parents, with their memories of a quieter childhood, to understand it.

Although some of the hours that were formerly spent together by parents and children are now spent apart, the parent-child relationships are still the most intimate ones and have much more effect upon habit formation and the development of personality and behavior patterns than all the other social contacts to which the child is exposed. Now, as always, the child depends upon parental affection to give him a sense of security and well being during the early years of life. Whether or not the habits and traits formed in childhood are those which are socially desirable and which will promote a good life adjustment in maturity is determined far more by minutes spent with parents than hours away from them.

At best the extrafamilial experiences can only compensate very slightly for lacks in the home. The loss of a father by death or divorce creates a vacancy which cannot be wholly filled by the Big Brother or the Scout Master, although to some extent such father substitutes can be found. The strained atmosphere between unhappily married parents can create emotional tension in the child that cannot be entirely relaxed no matter how much time is spent away from the home at school and recreational activities.

Whatever may be our personal feeling with regard to the many invasions of parental functions, it is probable that the trend in this direction has not yet reached its peak. As more mothers continue in occupations outside the home, and further educational and recreational facilities are provided by the community, there may be some further reduction of the time which parents and children spend together. But with the current interest in child study, we may expect that there will be more careful evaluation of the child's needs, and a conscious effort to maintain a balance between family life and other social contacts which will insure wholesome development of personality, and effective preparation for the social adjustments of mature years.

Preschool Friendships

Research offers observations on some of the more visible beginnings of friendship-making.

ROBERT C. CHALLMAN

THE fact that friendship is a common everyday social phenomenon does not imply that the causation of specific friendships is known or understood. With adults, the bases for friendships are usually said to be the possession of similar tastes and interests, common likes and dislikes, and a somewhat similar intellectual level. The real bearing of these particulars upon friendships is to a great extent unknown because no well controlled scientific studies have ever been made.

To start with a simpler setting, an attempt was made to discover what factors operate in determining the friendships of young children in a nursery school. At the Institute of Child Welfare of the University of Minnesota, thirty-three children, seventeen boys and sixteen girls, between the ages of twenty-seven and fifty-nine months were subjects. This nursery school is well suited for such a study because every child has an equal opportunity, theoretically, to associate with every other child. Also, it provides an almost ideal environment for the observation of groups as the children are used to the presence of strange adults, the area for play is limited and the enrollment is fixed. Then, too, the number of times one child is with another can be used as an objective measure of the contact.

Briefly, the method upon which the conclusions given below are based was as follows. The names of the children who were together in separate groups during the "free play hour" (when there is a minimum of adult direction) were recorded for a period of six months. Over seven thousand groups lasting usually between one minute and five minutes were observed. Then an index figure was

computed which expressed the degree of contact of each child with every other child. Records were also obtained upon chronological age, mental age, intelligence quotient, height, attractiveness of personality, and degrees of extroversion, cooperative or organized activity, and physical activity, in order to study their bearing on the friendship.

Play Choices of Boys and Girls

The most unexpected finding was that even the youngest children (from twenty-seven to forty-five months of age) in their friendships appeared to discriminate very decidedly on the basis of sex. Only one boy, a child of thirty months, was more often with girls than he was with boys, and only one girl, twenty-six months old, showed even a noticeable tendency to form friendships with boys. In only five per cent of the cases were the friendships between unlike sexes stronger than the median friendships for the like sex. The explanation is not obvious, but three types of answers should be considered: there may be an innate preference for the same sex; a preference for the same sex may be learned, that is, it may be taught by the parents, or observed in older children and copied; the traits of the sexes may differ and the preference result from a preference for similarities to their own traits. It is impossible to tell which of these explanations is correct. What evidence there is would lead one to believe that the third is the most plausible.

So far as these observations go, boys show a tendency to be more variable in their friendships than girls. That is, they form very strong friendships with some and very weak ones with others, while girls tend to form alliances neither very strong nor very weak. With boys' friendships, similarity in age is an important factor, but with those of girls the tendency is not so marked. The explanation for this difference may lie in the fact that girls play "family" to a greater extent than boys do, a game which calls for a much younger child to be the "baby." Also the older preschool boys may engage in more boisterous activities. This would tend to bring them together and also bring together the younger ones who are not big enough to indulge in this energetic play. It may also be an evidence of the general tendency for boys to be more discriminating in their friendships.

Closeness in degree of cooperative activity has a marked influence on boys' friendships, but has less on those of girls. K. M. B. Bridges has shown that preschool boys prefer organized occupations, such as building with bricks, or cube construction, while girls tend to prefer threading beads, color matching, and other activities in which cooperation is not essential. This would tend to bring certain boys together, but would have little effect on girls.

Similarity in intelligence, which is thought to be important in adult friendships, seems to have no value as a factor influencing the choice of preschool friends. Neither boys nor girls tend to make friends with those of similar intelligence any more than they do with those whose intellectual ability differs considerably from their own. It must be noted, however, that there were no feeble minded children in the group, the presence of whom might materially have affected this observation. As for children of normal I. Q. and above, the mental level is definitely not a significant factor.

Closeness in height, apart from the influence of age, showed no relationship to closeness of friendship, nor did similarity in attractiveness of personality. Perhaps one should not expect height to influence friendship especially as the differences in height with this group were not very great. It is likely, too, that children with attractive personalities should attract those who were not so pleasing. It is rather surprising to find, as the study indicated, that extroverted children show no more tendency to make friends with extroverts than with introverts. It may be that introversion and extroversion become more important as age increases.

It must be borne in mind that any conclusion drawn from a study of this group would not necessarily be valid with another group of children under different conditions. We can only suggest that the results point in a certain direction:

Boys show a distinct preference for boys and girls for girls.

Boys show a tendency to make friends with boys similar to themselves in age, in degree of cooperative or organized activity, and in degree of physical activity. Girls show the same tendencies but to a lesser degree, especially in physical activity.

Boys appear to be more discriminative in their friendships than girls.

Similarities seem to be more important than differences in preschool contacts.

None of the particulars studied seemed to influence the formation of friendships between boys and girls, which would suggest that these are more or less on a chance basis.

Neither boys nor girls tend to prefer friends similar to themselves in mental age, I. Q., height, attractiveness, personality or degree of extroversion.

Parents' Questions and Discussions

A CHILD'S ability to "get on well" with people, to be friendly and to make friends is rightly a matter of deep concern to his parents. But when a parent study group begins to look more deeply into any of the questions raised about children's friendships it finds that, behind any expressed question of friendship, there is always a more obscure question which finally leads to a consideration of other circumstances surrounding the child's development.

The dictionary defines friendship as "the affection arising from mutual esteem and good will." Granted that this is an oversimplified picture, it would still be evident that frequently what we think of loosely as "friendship" is something quite different. Contacts and companionships among children, as among adults, are not always friendships. And, on the personal side, the kind of friendship he is a party to is both a product and an index of the kind of person the child (or grown-up) is.

Since these situations are so seldom as simple as they seem, they can be satisfactorily met only on something deeper than their face value. What is really of lifelong importance to the child is not the beginning or continuing or ending of one special companionship. What counts is his growth in the priceless ability to meet all the world with a friendly attitude and out of it to "make friends" with a few with whom the dictionary definition will hold good.

Constant bickering and loud quarreling punctuate the relationship of two eleven-year-old boys who nevertheless continue to seek one another's company and are often together. Should the parents interfere to smooth out their altercations or try to keep the boys apart?

Before we can consider this question we must ask another—Why do they continue to stick together at all? It may be for one of many reasons. The simplest is that the quarrels may possibly not be nearly so serious as they look and sound to grown-up eyes and ears. But if they do seem to go deeper, one might ask whether one boy always wins out and the other is continually forced to give in. Or is there a more even exchange of victory and frequently no decision at all? It would be impossible to say without more knowledge of the situation just what causes may underlie these more deep-seated conflicts. It is often quite practicable to give boys of eleven some insight into the more obscure springs of their quarrels. In this lie by far the most hopeful and constructive possibilities for helping them both. Perhaps to one or both boys the fighting brings relief from home tension. Perhaps the very likeness of interest and ability which brings the boys together, and their admiration for each other exaggerate their feeling of mutual jealousy and competitiveness. The only thing one can say certainly, without knowing more about them, is that something in each complements a want in the other. In addition, the parent, without actively interfering or injecting himself into the situation, can suggest activities and provide situations which would minimize the occasions for quarreling. At the same time it would be wise to make sure that both boys have opportunities for other suitable contacts, so that when they come together it is truly by choice and not simply by force of circumstances, propinquity or lack of other and more comfortable companionship.

Though a quiet boy of ten has several friends, he is not a "mixer." His very social mother is afraid he will not develop the capacity for adult friendship.

Nowadays we are likely to be overimpressed by the demand for socialization. This standard of behavior is often set up even in the nursery school without sufficient regard for the differences between individuals in this as in other respects. If, as the question states, this boy of ten has a *few* friends he has probably enough ability to "mix" to make a happy adjustment to the world, both now and in adult life.

A new acquaintance is engrossing the attention of a boy of fifteen. The friend is seventeen and a newcomer in the neighborhood. Living in a large apartment with a mother who is frequently out of town on business, this boy is very much on his own, doing his own housekeeping and budgeting with, apparently, plenty of money for his own use. He is very mature in dress, speech and manners, with a man of the world air. The parents of the younger boy are concerned about the fact that he spends

long hours at his friend's apartment, listening to the radio, reading and talking—always without any adult supervision. Are the parents justified in interfering?

Almost the first and certainly the last thing to be said about such a situation is that neither the fifteen-year-old boy nor his parents has any need to fear new and "different" contacts—provided their own home and their relationships to each other within it are well adjusted. There is no suggestion in the question that the new friend has been made welcome in the boy's own home. This would certainly be the first move.

It is important to understand just what factors may enter into this kind of attraction. The very strangeness of the new friend's background and way of living—the very differentness from his own family life—is undoubtedly one source of attraction for the young adolescent. The friend's apartment—his whole way of life—may offer temporary respite from the demands and ideals of a too routinized home atmosphere. Youth craves not only adventure but opportunity to be alone with his kind. Here is both stimulation and independence, perhaps, not found at home.

To interfere in the matter, or to express disapproval of the friendship, would probably only emphasize in the boy's mind his own lack of freedom and confirm his suspicion of coercion. Furthermore, he might resent the evident reflection on his judgment and ability to make his own choices. One cannot tell without more insight what is inherent in such an attraction. Whatever may be the fundamental desire on either side, the best way of finding out is sincerely to try to make both boys at ease in the younger boy's own home.

A boy in his last year of high school is "out with friends" every afternoon and evening and often telephones home that he is staying over at one or another boy's house to dinner or over night. His parents are concerned because they do not know these friends and he never, even at their urging, invites them to his home.

Here again we see the adolescent's need for breaking away from family patterns and restraints, expressed in a determination not to submit his friends to the home criteria. Quite possibly his friends are of a type—as the parents probably fear—which does not conform with the family standards of desirability. Possibly, too, the home setup itself is a factor—the provisions for privacy and freedom may be inadequate. The boy needs to feel that he can invite his friends as his own guests—not his family's—and know that they will not be subjected to the scrutiny of predetermined opinions and criticism, however polite and silent. He needs the assurance that his integrity in making his own choices will not be assailed by social or parental pressure.

Two women, friends since college days, are planning to send their daughters to the same college and wish them to room together. The daughters have never seen much of each other and now one mother wonders if the long dreamed of plan still seems wise.

Friendships cannot be passed on by any such artificial means. Girls are sentimental in an honest, un-self-deceiving way, and they will appreciate the romantic interest of their mothers provided it is not thrust upon them. If they have any basis for friendship, this will be strengthened by their mothers' interest, but it cannot be forced, without the dangerous resentment which would defeat the mothers' own ends. If they are left to discover each other, the chances are better for all concerned.

A group of five-year-olds plays happily together in the park. One of them, a little girl of foreign birth, and of a less privileged social and educational background, is accepted without question by the children. The parents are disturbed because the health standards of her family differ somewhat—the immediate difficulty is a slight nose cold with which, the other mothers feel, she should be kept away from other children. At the same time they are reluctant to do anything that would make her seem "different" in their children's eyes.

Here the parents are trying to weigh against each other two considerations that belong in different categories. One is a relatively simple question of health standards—they accept it as a principle that a child with a cold, no matter how slight, should be kept by himself for the duration of the possible infection. The other is a social principle; liberal in their own sympathies, these mothers are delighted to have their children make this spontaneous outreaching contact. These children can surely understand that it is the *cold,* rather than the *child,* which is being excluded and that it is only temporary. The same thing has now and then happened to all of them. Perhaps the little girl's mother is the person to whom it will be most difficult to make the point clear. Directly if possible, or through the child it must be explained to her. There is a hopeful chance that it might be just the opening wedge she needs to begin adjusting her standards to those around her enough to make living profitable and happy for herself and her children.

Book Reviews

Symposia on Child Study

The Healthy-Minded Child. Edited by Nelson Antrim Crawford and Karl A. Menninger. Coward-McCann, New York. 198 pages. 1930.

The Healthy-Minded Child is a synthetic picture of the mental hygiene of childhood obtained by combining various aspects of child life as portrayed by a number of authorities in the field. The book is addressed to the average parent and urges the use of science in the care and training of children.

Many parents and teachers do not recognize mental ill health in children. The most overt acts of misbehavior are frequently not as significant of mental ill health as more subtle attitudes of life in general. Karl Menninger quotes from E. K. Wickman's book, *Children's Behavior and Teachers' Attitudes,* "The teachers thought that the most serious things a child could do were matters of sexual immorality, stealing and other dishonesties, masturbation, writing obscene notes, transgressions against authorities, such as impertinence, defiance, destroying school material, disorderliness, and lack of application to school work."

From the standpoint of those who are familiar with mental hygiene, Mr. Wickman points out that the most serious evidences of maladjustment and mental ill health are such things as shyness, sensitiveness, lack of sociability, suspiciousness, resentfulness, fearfulness, cruelty and depression.

The book stresses the point of view that the parents' adjustment to life is of prime importance to the children. Bernard Shaw is quoted as saying, "What the world needs most today is parents fit for the children to live with." Karl Menninger in a chapter on "Sexual Development and Education," effectively discusses the generally accepted principle that the right attitude toward sex, as a result of proper instruction in early childhood, is of primary importance. The healthy minded child must also find himself in some activity and later in some useful work. There are stimulating chapters by George K. Pratt on "Mental Health in the Home," and on "Mental Health and the School," by Herman M. Adler. Lawson G. Lowrey's chapter on the "Formation of Habits" is an excellent treatment of the problem of developing the proper attitudes towards necessary routines in young children. "The Child's Reading" by Nelson Antrim Crawford has a few valuable suggestions. The parent is cautioned against the dangers of emotional precocity and the development of fears through literature. He points out the value of humor in literature. "The tendency is to disregard humor because of the fashionableness of so called 'reading with a purpose'. Entertainment is a perfectly legitimate reason for reading."

The book has the usual faults of symposia,—overlapping, incompleteness, and unevenness in the quality of the contributions. There is, however, a minimum of these faults in this volume. In popular style and non-technical language, it gives some sound and stimulating impressions of what does constitute mental health in a child. C. B.

The Child's Emotions. Proceedings of the Mid-West Conference on Character Development. University of Chicago Press. 406 pages. 1930.

The Chicago Association for Child Study and Parent Education selected the emotional life of children as the theme of their conference in February of the past year. The lectures and reports given at this conference have been compiled under a single cover and entitled *The Child's Emotions.* In view of the fact that the book is a symposium, there is more unity than one would expect, due, perhaps, to the fact that many of the contributors consider their respective problems from the point of view of the child's personality. As is to be expected in this type of book, not all of the articles are rich in content; some contain much that is valuable, others are merely interesting reading—too general to be very stimulating.

The divisions of the book indicate the nature of the topics considered: "The Bases of Emotions," "Various Experiments in Emotions," "Certain Aspects of the Child's Emotional Life with Reference to Social Relationships," "Experiences in the Child's Emotional Life" and "Adjustments in Emotional Life of the Child."

In discussing "Psychological Trends and Emo-

tional Theory." Norman Cameron criticises the behavioristic conception of emotion. He shows this theory to be a modification of the old James-Lange theory and points out the fact that it has sprung largely from current human physiology and "exemplifies in an instructive manner the influence of what may be termed the *atomistic psychology.*" He feels that while the reduction of all emotional life to three basic elements—fear, rage, love—has great advantages in that these elements are "simple, clearly defined, and mutually exclusive" and therefore can be analysed and manipulated easily, yet its validity must be questioned. Dr. Cameron looks with more hope to what he calls the "wholeness" or "totality" theories, the main tenet of which is that *the whole is more than the sum of its parts.* These theories hold that a dissecting of emotional experience is impossible and that "since experience at any given instant is always in complete wholes, emotion is ever present."

"Educational Ideals and Their Distortion by Society," by Horace M. Kallen is an interesting account of the way in which the "personality-image" of the time dominates and determines our educational ideals. This "personality-image" is "a projected image of society's favorite personality" made up largely from "the character of a society's ruling class and its mores." In our time society's favorite personality is the successful business man and so our standards of education are industrial. The natural aim of education, he believes, is "the transformation of emotion into intelligence", but this aim is always distorted by the social forces of the time.

In "The Child's Emotional Life and Religion," A. Eustace Haydon suggests means of avoiding the emotional conflict that often comes when a child has to give up ideas that he has outgrown. He pleads for absolute sincerity about what the child is taught in regard to his universe, and introdudes the interesting idea that accountability to God alone enables one to be relieved of all group responsibility. He urges parents not to present religion in such a way that it makes possible flight from reality, but to make the child feel so at home in his world that he will get a sense of joy in being a creative power which can help shape the universe. The parent is also urged to give the child a "feeling of loyalty to the *age-old* human task which religion is."

Among other contributors are Mary Cover Jones, Otto Rank, Louis Thurstone, Floyd Allport, Benjamin Gruenberg, Augusta Bronner and Jessie Taft.

J. G. L.

Friends of the Family

(*Continued from page 97*)

ren, the playground, the nursery school, to understand the teacher and her ways. If school friends visit in the other places familiar to him it serves to relate and integrate the child's world and to make it understandable to the adults who know the child. This of course is far more difficult in the city than in the traditional village life of, let us say, our grandparents, where the same children lived next door or down the block, went to school, to Sunday school and to the village parties. Their parents were all friends too, and the child's world hung together in a way we cannot expect among the ever changing groupings of today.

In Place of Sentimentalism

The function of friendship is a vitally important one, but there is nothing occult about it. It is to be accepted on the same basis as any other influence in our lives. Friendship may work harm or do good. Some friends are too absorbing, some exploit. Some are too willing to carry our burdens or to take the blame. Parental planning can make children's friendships possible and probable, opportunities can be altered or fostered; but when all is said and done the process itself is one of trial and error. It is subject to greatest control and yields its most precious values when it is treated by the parents with respect, but also with a certain unemotional casualness.

Twenty-five years ago Hugh Black thought that a study of friendship in ancient as compared with modern literature showed that friendship as a sentiment is rapidly becoming obsolete. To the extent to which his observation may be correct and any change is noticeable, it is more probable that our attitude toward friendship rather than our regard for it has changed with the wider relationships and more numerous contacts of modern life. There is need for a more critical and less sentimental attitude now than, for example, Montaigne had for his friend. Ruth's vow to Naomi—"whither thou goest, I will go; thy people shall be my people, and thy God my God"—was idealistic, but is hardly a model for universal modern behavior. We must live our own lives. It is not the idealization of friendship as a product that we need so much as an understanding of the way it works. Even with understanding, friendship—ours and our children's—cannot perhaps be predetermined nor minutely controlled, but conditions favorable for its growth can be sought as one of the essential ingredients of happiness.

A Selection of the Year's Best Books for Children

CHILDREN'S BOOK COMMITTEE OF THE CHILD STUDY ASSOCIATION

MRS. HUGH GRANT STRAUS, *Chairman*

The Youngest Child

***The First Picture Book (50 pages)**.....**$2.00**
By Mary Steichen Martin — Harcourt, Brace & Co.
A most welcome and significant departure in picture books for babies. Beautiful photographs of the infant's familiar world.

Sing a Song of Sixpence (13 pages).....**$.75**
Illustrated by Lois Lenski

Chicken Little.....**$.75**
Illustrated by Jimmy Garthwaite — Harper & Bros.
Nursery rhyme in little linen books of blythe, colorful pictures.

***Picture Book of Mother Goose (151 pages)**.....**$3.50**
By Berta and Elmer Hader — Coward-McCann
A new collection with lively pictures, including a group of "games to play in the Mother Goose way" with traditional music.

A Good Little Dog (60 pages).....**$1.00**
By Anne Stoddard — The Century Co.
A picture book with an exciting autobiography of its little dog hero.

Baby Bear (50 pages).....**$.75**

Little Elephant (54 pages)..... **.75**
By Hamilton Williamson — Doubleday, Doran & Co.
Two sprightly picture tales for the nursery, illustrated by Berta and Elmer Hader.

The Two Bobbies (124 pages).....**$2.00**
By Dorothy Walter Baruch — The John Day Co.
Pleasant little stories about two children and everyday things. Graduated to meet increasing age interests.

Penny-Whistle (44 pages).....**$1.00**
By Erick Berry — The Macmillan Co.
Humorous tale with irresistible illustrations, wherein the birds and insects teach a little black boy a simple tune with real notes.

The Primary Age

Six to Eight Years

The Little Wooden Farmer (42 pages).....**$1.00**
By Alice Dalgliesh — The Macmillan Co.
Two pleasant little stories for reading or dramatizing.

I Spend the Summer (63 pages).....**$.75**
By James S. Tippett — Harper & Bros.
Gay jingles of a child's happy experiences.

Under the Pig-Nut Tree (64 pages).....**$1.25**
By Berta and Elmer Hader — Alfred A. Knopf
Elves, birds and grasshoppers in a poetic and gay setting. Can be read to younger children. Charming illustrations by the authors.

Little Indians (170 pages).....**$1.00**
By Mabel Guinnip LaRue — The Macmillan Co.
Entertaining "reader" which tells about the day-to-day adventures of two Indian children. Illustrated by Maud and Miska Petersham.

The Indian Twins (202 pages).....**$1.75**
By Lucy Fitch Perkins — Houghton Mifflin Co.
A pleasant story, with an authentic American-Indian background. For slightly older interest than the other "Twin" books.

***Kees (80 pages)**.....**$2.50**
By Marian King — Harper & Bros.
A rollicking tale with real Dutch flavor, and gay illustrations by Elizabeth Enright.

The Blot: Little City Cat (56 pages).....**$2.00**
By Phyllis Crawford — Jonathan Cape & Harrison Smith
A cat biography with day-to-day adventures. Spirited illustrations by Holling C. Holling. For the more advanced young reader.

Little Rag Doll (174 pages).....**$2.00**
By Ethel Calvert Phillips — Houghton Mifflin Co.
The run-away adventures of a neglected doll who finds a home in another little girl's playhouse. Chatty and fanciful, with illustrations by Lois Lenski.

Timothy and the Blue Cart (168 pages).....**$1.50**
By Elinor Whitney — Frederick A. Stokes Co.
A thoroughly readable story concerning four children and a farm horse. Illustrated by Berta and Elmer Hader.

***Beppo, the Donkey (136 pages)**.....**$2.00**
By Rhea Wells — Doubleday, Doran & Co.
The artist-author once more achieves a compelling story, this time against a colorful Sicilian background.

***Noddy Goes A-Plowing (100 pages)**.....**$2.00**
By Margaret Baker — Duffield & Co.
A plowing contest in rustic England full of color in the telling and charmingly illustrated by Mary Baker in black and white silhouettes.

A Roundabout Turn (56 pages).....**$1.50**
By Robert H. Charles — Frederick Warne & Co.
A delightful book with humorous verse. Illustrated by Leslie L. Brooke.

"Quack!" Said Jerusha (54 pages).....**$2.00**
By Mildred Plew Merryman — Sears Publishing Co.
Merry and infectious nonsense in verse with pictures by Mary Phipps.

X Y Z (54 pages).....**$2.00**
By Peter Gay — McGraw-Hill Book Co.
A modernistic and pleasantly sophisticated picture book with gay rhymes.

The Tale of Little Pig Robinson (141 pages).....**$2.00**
By Beatrix Potter — David McKay Co.
A new book by a beloved author, with her own gay pictures, wherein a little pig goes a-sailing on a journey to far away lands.

Mr. Nip and Mr. Tuck (173 pages).....**$2.50**
By Caroline D. Emerson — E. P. Dutton & Co.
The sea-going escapades of two fantastic little animals. Amusing and imaginative sequel to a "Hat Tub Tale." Illustrations by Lois Lenski.

* Of outstanding interest and quality.

Wallie, the Walrus (34 pages).....$1.50
By Kurt Wiese — Coward-McCann

Story of a baby walrus, his adventures and dramatic escapes among the beasts of the frozen Arctic. Fine color crayon illustrations by the author.

***Fingerfins (52 pages)**.....$2.00
By Wilfrid S. Bronson — The Macmillan Co.

A fascinating story of the turbulent life of the tiny Sargasso fish, told vividly and clearly, with unusual graphic illustrations by the author.

Pancho and His Burro (34 pages).....$2.00
By Zhenya and Jan Gay — William Morrow & Co.

A lively story of Mexican children, authentic in background, with fine native feeling in format and illustration.

Big Fellow at Work (103 pages).....$1.50
By Dorothy Walter Baruch — Harper & Bros.

The author continues her interesting stories about the steam shovel for modern city children. Illustrated by Berta and Elmer Hader.

The Intermediate Age

Nine to Eleven Years

***All the World Is Colour (98 pages)**.....$3.00
By Marguerite Clement — Farrar & Rinehart

Breathless beauty in watercolor, blending suggestion, simplicity of line and the joy of pure color. Descriptive phrases in poetic English and French. Pictures by Pierre and Germaine L'Hardy.

***The Painted Pig (34 pages)**.....$2.00
By Elizabeth Morrow — Alfred A. Knopf

A striking picture book of Mexico in which a gay story adds to the atmosphere. Illustrated by René d'Harnoncourt.

The Story of the Pilgrims (142 pages) (new edition).....$1.00
By Roland G. Usher — The Macmillan Co.

A very simple and realistic story of the Pilgrims, in a straightforward account.

***The Picture Book of Ships (64 pages)**.....$2.00
By Peter Gimmage — The Macmillan Co.

Ships of long ago and of today. With poster-like illustrations and unusually clear explanatory text.

How the Derrick Works (43 pages).....$2.00
By Wilfred Jones — The Macmillan Co.

Interesting text and pictures for the mechanical minded child.

Gleaming Rails (229 pages).....$2.00
By Graham M. Dean — D. Appleton & Co.

A good adventure yarn full of thrills and information about railroad life.

Hahtibee, the Elephant (161 pages).....$2.00
By Charles E. Slaughter — Alfred A. Knopf

Dramatic story of elephant life in India, presented with sympathetic feeling and literary quality.

Chinook and His Family (316 pages).....$.92
By Eva Brunell Seeley and Martha A. L. Lane — Ginn & Co.

A fine, simply told and well illustrated account of a real dog and his family, with much information about the far north.

Moorland Mousie (106 pages) (new edition).....$3.00
By Golden Gorse — Charles Scribner's Sons

A colorful pony autobiography from England of irresistible appeal to children of eight, and older readers as well. Illustrations by Lionel Edwards.

Holiday Meadow (165 pages).....$2.00
By Edith M. Patch — The Macmillan Co.

Delightful nature stories dealing with familiar things which entice to further exploration.

***Tea Time Tales (246 pages)**.....$2.00
By Rose Fyleman — Doubleday, Doran & Co.

A group of gay fairy tales of today, in the inimitable style of this much loved writer for children. Illustrated by Erick Berry.

Lupe Goes to School (127 pages).....$2.25
By Ester Brann — The Macmillan Co.

Charming account of the boarding school experiences of a little Spanish girl and her friends.

Polly Cologne (215 pages) (new edition).....$2.00
By Mrs. Abby Morton Diaz — Lothrop, Lee & Shepard Co.

Quaint story about a doll of long ago, with the original illustrations. Sentimental attitude of the 1880's does not detract from its appeal.

***Emil and the Detectives (224 pages)**.....$2.00
By Erich Kästner — Doubleday, Doran & Co.

A humorous and thoroughly modern detective story for the youthful reader, successfully translated by May Massee from the German.

The Wonder Road

Familiar Haunts (214 pages)	$2.50
Enchanted Paths (209 pages)	2.50
Far Horizons (265 pages)	2.50

Selected by Edwin Diller Starbuck and Frank K. Shuttleworth — The Macmillan Co.

Three volumes of well selected fairy tales, arranged in age sequence.

The Twilight of Magic (303 pages).....$2.50
By Hugh Lofting — Frederick A. Stokes Co.

The creator of "Dr. Doolittle" gives us a glamorous tale of two children in a setting of magic and witchery, castles and kings.

***Floating Island (266 pages)**.....$3.00
By Anne Parrish — Harper & Bros.

A delightfully written doll phantasy, against a background of tropical sea life. Unique illustrations by the author.

***The Cat Who Went to Heaven (57 pages)**.....$2.00
By Elizabeth Coatsworth — The Macmillan Co.

An exquisitely told Japanese fairy tale with unusually beautiful illustrations by Lynd Ward that harmonize with the poetic text.

The Tale of Tom Tiddler (244 pages).....$2.00
By Eleanor Farjeon — Frederick A. Stokes Co.

In which the quaintly named London streets are the setting for the lively adventures of a fairy boy. Appealing to the literary and imaginative child.

Lucian Goes A-Voyaging (139 pages).....$2.00
Retold by Agnes Carr Vaughan — Alfred A. Knopf

A translation from the Greek story of the remarkable voyage of Lucian in quest of "the end of the ocean."

***Young Heroes of the Bible (219 pages)**.....$2.50
By Anne Stoddard — The Century Co.

Five of the Old Testament heroes presented in dramatic and truly human stories, against a background which graphically pictures the life of those times.

Junior High School

Twelve to Fourteen Years

Garram, the Hunter (332 pages).....$2.00
By Herbert Best — Doubleday, Doran & Co.
The interesting adventures of an African Hill boy and his dog, told by an author who is truly familiar with tribal life.

Mountains Are Free (250 pages).....$2.50
By Julia Davis Adams — E. P. Dutton & Co.
A dramatic and straightforward tale of chivalry and adventure in the Swiss Mountains during the time of William Tell.

Rama, the Hero of India (220 pages).....$2.50
By Dhan Gopal Mukerji — E. P. Dutton & Co.
The epic poem of India of the noble, god-like Rama and his beautiful wife, Sita. Clearly told in fine prose with grotesque illustrations. A welcome addition to folk lore.

The Adventures of Mario (240 pages).....$3.00
By Waldemar Bonsels — Albert & Charles Boni
An orphaned lad, sheltered by a little herb woman, grows up in the deep forest, knowing and loving its creatures and its mysteries. A poetic conception that will appeal to the literary child or adult.

***The Dark Star of Itza (217 pages)**.....$2.50
By Alida Sims Malkus — Harcourt, Brace & Co.
An entertaining historic romance which treats with rare sympathy the life of the ancient Mayans. Written and illustrated by members of a scientific expedition.

Judy in Constantinople (200 pages).....$1.75
By Judy Acheson — Frederick A. Stokes Co.
Travel diary of a twelve-year-old girl in the Caucasus. Lively and colorful view of strange lands through a child's eyes.

Kah-da (237 pages).....$2.00
By Donald Baxter MacMillan — Doubleday, Doran & Co.
Interesting and authentic story of an Eskimo boy.

How They Carried the Mail (305 pages).....$3.00
By Joseph Walker — Sears Publishing Co.
Dramatic stories of heroic mail-bearers, from the earliest post-runner to the air mail pilot. Journalistic in style.

Our America (296 pages).....$3.50
By Ramon Coffman — Dodd, Mead & Co.
The story of North America from its prehistoric beginnings through its early struggles. Spirited in style and singularly free from traditional bias.

Overland in a Covered Wagon (130 pages) (new edition).....$1.50
By Joaquin Miller — D. Appleton & Co.
An engrossing tale of pioneer days—as told by an artist-adventurer of the last century.

The Adventures of Johnny Appleseed (244 pages) $2.50
By Henry Chapin — Coward-McCann
Well told story against a pioneer background, wherein the mission of John Chapman carries him from Massachusetts to Ohio planting apple trees for future generations.

The Bold Dragoon, and Other Ghostly Tales (240 pages) (new edition).....$3.50
By Washington Irving. Edited by Anne Carroll Moore — Alfred A. Knopf
Five lively mystery tales by a great writer, sympathetically edited for modern youth, with characteristic illustrations by James Daugherty.

***Just Horses (80 pages)**.....$2.50
By K. O. S. — The Macmillan Co.
Striking pictures by the author and sympathetic text give us interesting glimpses of horses throughout the world.

My Life with Animals (196 pages).....$2.00
By George F. Morse — Thomas S. Rockwell
Enthralling and actual experiences with animals on a Vermont farm and in the zoo. Told with zest.

The Stir of Nature (208 pages).....$2.50
By William H. Carr — Oxford University Press
Entertaining stories of outdoor life as told by a member of the Museum of Natural History who also knows "his young folks."

The Earth for Sam (390 pages).....$3.50
By W. Maxwell Reed — Harcourt, Brace & Co.
A dramatic story of the earth's beginning, describing its geological and biological evolution down to the dawn of history. (Might also appeal to younger children.) Unique scientific illustrations.

Made in Mexico (100 pages).....$2.00
By Susan Smith — Alfred A. Knopf
The colorful life and art of presentday Mexico, as well as its legends of yesterday, stimulate interest in that country. Characteristic sketches by Julio Castellanos.

Jump (320 pages).....$3.00
By Don Glassman — Simon & Schuster
Personal accounts of parachute jumps, telling of the dangers as well as the thrills.

Skycraft (276 pages).....$3.50
By Augustus Post — Oxford University Press
A clear and most satisfactory account of the various types of aircraft and their development.

Red Coats and Blue (324 pages).....$2.00
By Harriette R. Campbell — Harper & Bros.
A new historical novel against a setting of the American Revolution on both sides of the Atlantic.

The Gold Bug, and Other Tales and Poems (199 pages) (new edition).....$1.75
By Edgar Allan Poe — The Macmillan Co.
An inexpensive edition of Poe's selected works for the boy or girl fond of "thrillers."

The Wolf Tracker (98 pages) (new edition).....$1.00
By Zane Grey — Harper & Bros.
A gripping story set in the lonely wilds of plain and mountain.

Red Horse Hill (244 pages).....$2.50
By Stephen W. Meader — Harcourt, Brace & Co.
A good adventure story about Bud Martin, his dog, his horse and his final victory in a New Hampshire trotting race.

***The Blacksmith of Vilno (183 pages)**.....$2.50
By Eric P. Kelly — The Macmillan Co.
An absorbing romance of the stress and strife of life in Poland in the early nineteenth century.

Senior High School

***The Last Continent of Adventure (339 pages)**....$3.00
By Walter B. Hayward — Dodd, Mead & Co.
A splendid account of Antarctic exploration, making a detailed and connected story.

Heroes of the Farthest North and Farthest South (472 pages) (new edition).....$2.00
By J. Kennedy MacLean and Chelsea Fraser
Thomas Y. Crowell Co.
A timely, realistic and panoramic account of Arctic exploration from Othar to Byrd, illustrated by maps and photographs.

More Heroes of Modern Adventure (266 pages)..$2.00
By T. C. Bridges and H. Hessell Tiltman
Little, Brown & Co.
Real stories of bravery, leadership and adventure.

Roosevelt: The Story of a Friendship.....$4.00
By Owen Wister The Macmillan Co.
Glimpses into the personal life of Theodore Roosevelt. Interesting descriptions of outstanding Americans of the past generation.

***Lone Cowboy (433 pages)**.....$2.75
By Will James Charles Scribner's Sons
Straightforward and vivid biography in colloquial Western language, for mature boys and girls and their parents.

When I Was a Harvester (174 pages).....$1.75
By Robert L. Yates The Macmillan Co.
A robust first-hand story of wheat-harvesting in the Canadian Northwest.

***The Lives of a Bengal Lancer (299 pages)**.....$2.75
By F. Yeats-Brown The Viking Press
A thrilling personal narrative of adventures in India and in the France of the great war. Penetrating insight and a fine literary style make this a most welcome book.

When I Was a Girl (301 pages).....$2.50
Collected by Helen Ferris The Macmillan Co.
Selections from the autobiographies of five famous women of contrasting achievement, told with simplicity and dignity.

The Deepening Stream (393 pages).....$2.00
By Dorothy Canfield Harcourt, Brace & Co.
An interesting novel of today, showing the psychological development of three characters and their achievements as they grow up.

Here's to Broadway (321 pages).....$4.50
By Edward Ten Broeck Perine G. P. Putnam's Sons
A kaleidoscope of conspicuous events and personalities which have thrilled "Broadway," from Washington to Lindbergh.

The Wanderer of Liverpool (139 pages).....$3.50
By John Masefield The Macmillan Co.
The actual story of the eventful voyage of an unlucky ship, together with the famous poem it inspired. Of interest to the boy who loves ships.

Poetry

Ring-A-Round (250 pages).....$3.00
Selected by Mildred P. Harrington The Macmillan Co.
A happy collection of poems for the primary age, including many well chosen favorites.

A Little Book of Necessary Ballads (86 pages)...$1.00
Compiled by Wilhelmina Harper Harper & Bros.
Ballads in the grand manner, by familiar as well as anonymous authors.

***Early Moon (136 pages)**.....$2.50
By Carl Sandburg Harcourt, Brace & Co.
Vivid modernistic poetry about everyday things. Pictures by James Daugherty enhance the verse.

The Pointed People (110 pages) (new edition)....$1.25
By Rachel Field The Macmillan Co.
A collection of delicate and wistful little poems for the imaginative child.

Stars To-Night (50 pages).....$2.00
By Sara Teasdale The Macmillan Co.
The love of nature, in beautiful lyric poetry, selected for children. Illustrated by Dorothy P. Lathrop.

Under the Tree (82 pages).....$2.50
By Elizabeth Madox Roberts The Viking Press
A wide range of interest in fine poetry, blending fact and fancy.

***John Brown's Body (377 pages)**.....$3.50
By Stephen Vincent Benet Doubleday, Doran & Co.
Sweeping epic of the Civil War with pictures by James Daugherty. For the mature reader.

Things to Do

***This Way and That (24 pages)**.....$3.00
Compiled by Edna Potter Oxford University Press
Singing games with simple tunes and charming illustrations. 3 to 8.

Busy Carpenters (88 pages).....$.68
By James S. Tippett World Book Co.
A fascinating "reader," rich in suggestion to "go and do it yourself" for the primary school child.

***Jane-Louise's Cook Book (60 pages)**.....$1.50
By Louise Price Bell Coward-McCann
Simple and tempting recipes with delightfully pictured instructions for the child of seven to twelve.

Hiawatha Put-Together Book.....$1.50
By Estelle M. Weingart Sam'l Gabriel Sons & Co.
A rainy day diversion.

My Stamp Book of Trees.....$2.00
My Stamp Book of Wild Flowers..... 2.00
Sam'l Gabriel Sons & Co.
Nature collecting made tempting and attractive to children.

Who Am I? (83 pages).....$1.50
By Ralph L. Boyer McGraw-Hill Book Co.
Nature riddles in verse. Stimulating and entertaining for the whole family. Charming illustrations.

Racing Yachts Done in Cork Models (120 pages)..$1.25
By Peter Adams E. P. Dutton & Co.
The story of historic yacht races in America, accompanied by directions for making cork models. Interesting for its facts.

***Patchwork Plays (139 pages)**.....$1.25
By Rachel Field Doubleday, Doran & Co.
Five attractive plays suitable for children to give without much adult help. Also suitable for silent reading. 9 to 12.

Outdoor Plays for Boys and Girls (324 pages)....$2.50
Compiled by A. P. Sanford Dodd, Mead & Co.
Short, child-like plays, calling for simple costuming. 9 to 12.

These books have been arranged for reference as a permanent exhibit at Headquarters. The list will be somewhat augmented in the next issue of CHILD STUDY, since new publications are still being received by the Committee.

News and Notes

THE week of November fifteen gave public voice to significant developments in parent education and child study. The National Council of Parent Education and the White House Conference on Child Health and Protection, both meeting in Washington, showed vividly how far the parent education movement has come—how far both in self-evaluating its own work and in permeating all our approaches to problems of childhood. Opening the White House Conference on the evening of November nineteen, President Herbert Hoover called on the country at large, as well as upon the audience of more than three thousand, to give full value to the importance of parental attitudes. The power of parental love is, he pointed out, only emphasized by the work of students and specialists. As this issue of CHILD STUDY goes to press the White House Conference, for more than a year the goal of its many reporting committees, continues to sum up the manifold needs of childhood in every community and our facilities—and lacks—for meeting them.

Parent Education Milestones

The program of the National Conference of Parent Education, which met earlier in the week, showed that parent educators are aware of the immense significance of their task. Discussions of what to teach and how—of content and method—in parent education brought out the need for constant re-integration. Content, method and student cannot be thought of separately; they are all essentials in a single process. The papers which perhaps aroused the most general discussion were those which considered what parent education aims or should aim to do. It was felt that it is a mistake to separate parenthood from adult living as a whole—that it is more fruitful when it is considered not as a "profession," nor even as a "goal," but rather as an essential experience in mature living. Some aspects of the White House Conference having a special bearing on parent education were presented by Dr. Louise Stanley and others. The contribution to parent education of social agencies, of the public school, of home economics, of the nursery school, and of the state organized program were also presented and discussed. The speakers representing all these phases of parent education interest included—Dr. Edna N. White, Chairman of the Council, Mr. Spencer Miller, Jr., Director, Professor E. C. Lindeman, Consulting Director, Miss Flora M. Thurston, Executive Secretary, and Dr. E. W. Burgess, Dr. Rachel Stutsman, Mrs. Helen M. Bott, Miss Marian B. Nicholson, Dr. Ruth Brickner, Dr. Louise Stanley, Dr. Martha Van Rensselaer, Miss Anna E. Richardson, Mr. L. K. Frank, Mr. Elwood Street, Dr. Jessie Taft, Mrs. Sidonie M. Gruenberg, Dr. Esther McGinnis, Dr. George D. Stoddard, Dr. Lois H. Meek, Dr. Ada Hart Arlitt, Dr. J. H. Newlon, Miss Bess Goodykoontz, Dr. Hildegarde Kneeland, Miss Ruth Lindquist, Mrs. Beatrice B. Berle, Dr. Ruth Andrus, Miss Winifred Rand, Mr. Kenneth Pray, Miss Edith M. Thomas.

In summing up, Mr. Lindeman pointed out that the parent education movement had come a long way in the two years since the Atlantic City Conference. Not only is there a clearer feeling for the practical business of organization, but there is also a willingness to question, to re-orient techniques and attitudes in line with constantly developing objectives.

Annual Meeting

The annual meeting of the Child Study Association was held at Headquarters on November twelfth. Following the reports of Mrs. Howard S. Gans, President, Mrs. James Frank, Treasurer, and Mrs. Daphne Drake, Vice-President, Floyd Dell, well known writer, spoke on "Historical Aspects of Sex and Culture." He discussed his belief that the machine age has put marriage and family relations on a sounder basis than at any other time in the history of the world.

Two conferences on successive Tuesday afternoons continue the Association's annual series of lectures and conferences.

Book Exhibit

May Lamberton Becker, international critic and writer, will talk on "Looking at the New Books for Children" at the opening of the Christmas Exhibit of Children's Books, at the Headquarters of the Child Study Association, 221 West 57th Street, on December 2, at 3:30 o'clock. These books are selected by the Children's Book Committee

as representative of the best of the year's publications. They have been arranged in a permanent display in the Conference Room, together with old favorites of perennial interest. The list is published on page one hundred and twelve of this issue. Books received later will be listed in January.

Conference on Toys

Toys and occupational material will also be discussed by Christine Heinig on the afternoon of December 9 at the same time and place. There will also be an exhibit of materials suitable for children of all ages.

Children's Fair

The third American Institute Children's Fair will be held at Education Hall, American Museum of Natural History, December 4-10 inclusive, under the direction of the School Nature League. The exhibits at the Fair are prepared by boys and girls of New York City, and show their interests in varied scientific fields. The Fair will be open from 9 A. M. to 6 P. M. daily, Sunday from 1 to 5 P. M. December 6th and 7th are Parents' Days.

Nursery School Objectives

Minimum Essentials for Nursery School Education issued by the National Committee on Nursery Schools in October, 1929, outlines for prospective organizers, the objectives and standards for maintenance of nursery schools. Realization of the child's fullest potentialities defines the purpose of these schools, which endeavor to develop motor and sensory control, social adjustments, "interest-drives," powers of self-expression and appreciation, as well as physical capacity. The suggested program of activities includes adequate opportunities for spontaneous play, stories, rhythmic activities, routine habits, social responsibilities, experience with growing things, extensions of environment, and maintenance of health. Carefully selected teachers, adequate equipment, and full cooperation with the home are also considered essential to the successful nursery school.

Radio Talks at 3:15 P. M.

Questions on child training will be answered by staff members of the Child Study Association over the radio every Friday afternoon at 3:15. Questions may be sent to WEAF, 711 Fifth Avenue, New York City, or the Association's Headquarters, 221 West 57th Street.

In the Magazines

The All-Year School. By Warren A. Roe. School Executives Magazine, November 1930.

Arguments in favor of the all-year school are presented as follows: benefits in educational advantage to individual pupils; administrative advantages in organization; economy in operation and plant usage; and reduced cost to the community.

Developing Initiative and Responsibility. By Afton Smith. Child Welfare, November 1930.

The third of a series of articles on "Training Our Children." Practical suggestions are offered in guiding the child toward the attainment of responsibility and initiative, with a word of caution not to expect more from a child than his age level fits him for.

Group Methods for Conducting Mental Hygiene Survey of High-School Pupils. By Percival M. Symonds. School and Society, October 11, 1930.

A report of a survey of high school pupils "undertaken in order to investigate the possibility of discovering by group methods incipient problem children with behavior or personality disturbances." The report describes methods used and conclusions reached.

The Mental Hygiene of Speech. By Frederick W. Brown. Mental Hygiene Bulletin, October 1930.

Various common types of speech disorders resulting from emotional disturbances are discussed, and methods of preventing such disorders suggested.

On Moral Realities in Child Life. By Jean Piaget. The New Era, October 1930.

Professor Piaget makes the distinction between the feeling of duty which leads to imposed morality and dependence on others, and a feeling of mutual respect not accompanied by outer compulsion. Practical methods by which the author studies the awakening and growth of moral judgment are described in this article.

Other Methods of Parent Education. By May Pardee Youtz. The New Era, October 1930.

Among the many types of parent education are clinics—including health, nutrition, mental hygiene and others connected with the summer round-up of the National Council of Parents and Teachers—cooperation with nursery schools and preschools, consultation service offered by both the Child Study Association of America and the Merrill-Palmer School of Detroit, work of the Visiting Teacher, lecture courses, conferences, correspondence courses and current articles on child training in journal and magazine.

The Place of Creating in the Educative Process. By William H. Kilpatrick. Childhood Education, November 1930.

A discussion of the term "create" is undertaken in an attempt to enlarge its meaning and scope in education.

Strengths of Family Life. By Joanna C. Colcord. The Family, November 1930.

This article reviews and criticises the points of view of certain writers who feel that family life must disappear, and states reasons for the belief that the family is and should be a permanent institution.

Ten Years' Progress in Parent Education. By Ralph P. Bridgman. The Annals of the American Academy of Political and Social Science, September 1930.

In this pamphlet, the history of the various organizations dealing with child study and parent education is given; the type of work done by each described, and the movement as a whole evaluated.

Toys That Teach. By Janet M. Knopf. The Parents' Magazine, November 1930.

This article discusses the play needs of young children, and gives suggestions as to the kinds of toys that meet those needs.

Your Adolescent Girl. By Josephine H. Kenyon. The Parents' Magazine, November 1930.

In this article, the health needs of the adolescent girl are discussed and good health practices suggested.

What About This Nagging? Mental Hygiene News, September 1930.

Suggestions are made in this article as to the underlying reasons for nagging, its disastrous effects upon the child, and some of its possible remedies.

What Should College Do for Women? By Mina Kerr. The Woman's Journal, November 1930.

A plea in behalf of the woman educator to be given greater opportunity in the development of the heretofore man-made curricula at women's colleges, co-educational colleges and universities.

In a survey of *The Literature of Discipline* in the September issue of CHILD STUDY, one of several examples was quoted from Dr. Garry Cleveland Myers' question and answer page in *Babyhood*. As the procedure he outlined was in answer to a particular problem, Dr. Myers feels that by giving this a general, rather than a specific, application his point of view has been misrepresented. In justice to Dr. Myers, CHILD STUDY is therefore glad to print his question and answer in full together with his own comment on it in a letter of September 11.

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Dr. Myers' comment:—"If I were changing this quotation to fit into what I say in *The Modern Parent* written a year later than the paragraph misquoted, I should like to substitute the word 'several' for the words 'about twenty.' Otherwise I should want to have it stand as it appeared in *Babyhood*."

CHILD STUDY gladly welcomes this opportunity to restate Dr. Myers' position in his own words. Although any discussion of the questions involved would be far too complicated to enter upon here, CHILD STUDY is also eager to re-affirm its own belief. The Child Study Association holds the conviction that corporal punishment is a violation of personality, and that any immediate success which may attend its use is far outweighed by harmful effects throughout the child's development.

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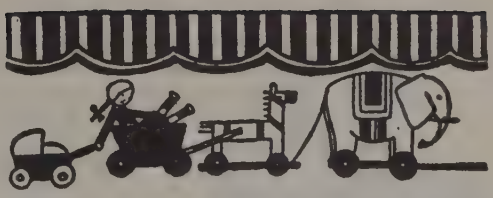

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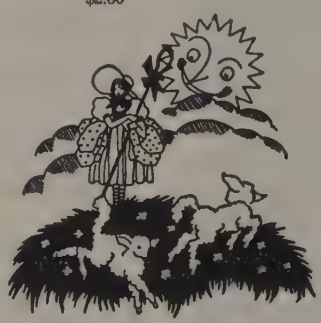

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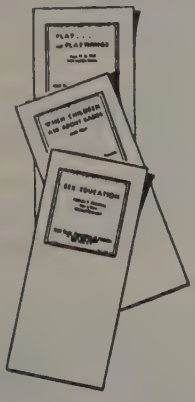

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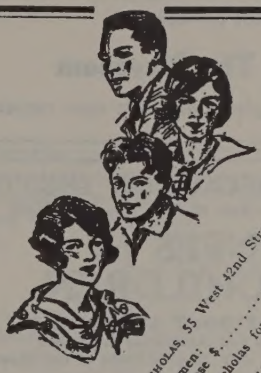

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The Editors' Page

"AND one man in his time plays many parts." Few have seen the strange eventfulness of the human life span more completely than Shakespeare. He has characterized seven stages of development and decline with a directness and cogency that the professional psychologist rarely attains.

RECENT science and philosophy have brought forward points of view which are equally contradictory, and have invested the whole subject of age with a new kind of relativity. The concept of evolution indicates that the race itself is in process of growth; that race characteristics are more or less fixed adaptations, or perhaps even forms of arrest; but that infancy, as plasticity, is in some way being preserved and augmented with the lapse of time. Infancy in this broad biological sense has been steadily prolonged. For a consideration of stages in mental growth we need perspective. We cannot begin with the assumption that this growth is limited to infancy and childhood and adolescence. The whole movement of parental education happily gives new recognition to the plasticity of mature years. It would be unfortunate if parents came to believe that child training is a rule of thumb matter which must be imparted as fixed knowledge for immediate application. For the old idea that parents are more or less finished grown-ups, who must pass a torch to their children, is it not desirable to substitute the idea that parents and children must grow up together?

THE concept of growth is thus the key to understanding the child; it is also a key to self-knowledge of the parent. The child, to be sure, has the capacity of growth in richer measure than has his father or mother; but this very capacity can be protected only if the parents will attune and adjust their own growth to that of the child. It is not sentiment but sound educational psychology to say that parents must grow up with their children. It is paradox, but truth, to say that only if the parent keeps up with the child can the child forge ahead sufficiently to make the next generation as much better as it ought to be. Parent education and child education are not two tasks, but one.

Arnold Gesell

CHILD STUDY

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EDUCATION
JANUARY 1931
VOL. VIII
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THE FORECAST FOR FEBRUARY

PHANTASY AND TRUTH IN CHILDHOOD

"NORMAL" LIES OF CHILDHOOD
William E. Blatz

CHILDREN AND THE TRUTH
Bertrand Russell

AN ANALYST LOOKS AT LIES
A. A. Brill

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CHILD STUDY entered as second class matter March 8, 1926, at the post Office at New York, N. Y., under the Act of March 3, 1879.
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Monthly, September to June.